



**WHITE HOUSE INITIATIVE ON
TRIBAL COLLEGES AND UNIVERSITIES**

**Three-Year Plan to Implement Executive Order
13270 on Tribal Colleges and Universities**

Fiscal Years 2006-2008

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**WHITE HOUSE INITIATIVE ON TRIBAL COLLEGES AND UNIVERSITIES
THREE-YEAR PLAN FOR ASSISTANCE
TO TRIBAL COLLEGES AND UNIVERSITIES
FISCAL YEARS 2006-2008**

INSTRUCTIONS AND GUIDELINES

A. Executive Summary

Develop a brief summary (1-2 pages) of your agency's planned activities to assist Tribal Colleges and Universities (TCUs) meet the goals of Executive Order 13270, *Tribal Colleges and Universities*, highlighting strategic goals and objectives within the agency's Strategic Plan.

B. Separate Year Plans (2006, 2007, 2008)

In cooperation with the agency budget/performance planning staff, provide specific information on existing or new program resources that enhance opportunities to fulfill the five mandates listed in Executive Order 13270: 1) use long-term development, endowment building, and planning to strengthen institutional viability; 2) improve financial management and security, obtain private-sector funding support, and expand and complement federal education initiatives; 3) develop institutional capacity through the use of new and emerging technologies offered by both the federal and private sectors; 4) enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and 5) help implement the No Child Left Behind Act of 2001 and meet other high standards of educational achievement.

A separate worksheet is required for each fiscal year plan. Electronic copies of the worksheets, which can be printed out when completed or transmitted electronically, are available at <http://www.ed.gov/about/inits/list/whtc/edlite-links.html>. (Hard copy examples of the electronic worksheets are attached for reference.)

Complete each column on the form:

Strategic Goals: Using the agency's existing Strategic Plan, discuss under each Strategic Goal planned actions to assist TCUs in fulfilling the mandates of the Executive Order.

Synopsis of TCU Program that Relates to Goal: Provide specific programmatic information to support the Plan (e.g., Department of Education TRIO programs, Department of Transportation Entrepreneurial Development Institutes) where funding streams are identified. If opportunities exist to leverage existing funding streams into greater opportunities to create or strengthen partnerships between the tribal colleges, your agency, or private sector interests, this information should also be included in the plan.

Performance Measure for Each Program: Indicate the performance measures that will be used in your agency assessment of program effectiveness for the TCUs. Each program described in Column II should have a corresponding performance measure. (The performance measures indicated in the Plan will be used as a tool to measure

responses submitted in the Annual Report on Federal Agency Awards to Tribal Colleges and Universities.)

Projected Funding for Program: Funding resources (budget authority) should be available for all FY 2006 Plans and included in that report. The FY 2006 funding reported will become the baseline funding for out-year planning (for 2007 and 2008). On each of those worksheets you should indicate an expected increase/decrease or stable funding for all projected activities. If new programs are being added to your plan for either FY 2007 or FY 2008, new program funding should be included.

Funding Category: Select the funding category that best represents the assistance being provided to the TCUs. This category will be reviewed for consistency with the annual reports.

Relationship to Mandates in E.O. 13270: Select the mandate from the Executive Order that aligns with the program activities that the agency plans to accomplish.

C. Due Date and Submission Information

By **December 15, 2006**, the following information is due to the White House Initiative on Tribal Colleges and Universities:

- ☐ Agency Executive Summary
- ☐ Agency 2006 Plan
- ☐ Agency 2007 Plan
- ☐ Agency 2008 Plan

Please submit the agency plan to:

Deborah J. Cavett, Executive Director
White House Initiative on Tribal Colleges and Universities
U.S. Department of Education
1990 K Street, N.W.
Washington, D.C. 20006
Fax: (202) 219-7086
E-mail: Tonya.Ewers@ed.gov

D. Attachments

Glossary of Terms Used in Electronic Worksheets

List of Tribal Colleges and Universities

Executive Order 13270 *Tribal Colleges and Universities*

Hard Copy Examples of Electronic Worksheets

GLOSSARY OF TERMS USED IN ELECTRONIC WORKSHEETS

Administrative Infrastructure (AI): Federal assistance to strengthen the management and administrative framework of an institution of higher education. An example of AI is when agency personnel participate in the planning required to strengthen a research or teaching project or library collections, including attendance at planning sessions regarding administration of the institutional programs and missions.

Direct Institutional Subsidies: Federal financial support to institutions of higher education for education and general expenses where the Federal Government either places no restrictions on the uses to which the funds may be put, or where the Federal Government provides a broad range of allowable activities within which the institution has discretion to use the funds.

Economic Development: Awards provided to support creation of new businesses or jobs, or expand existing businesses in order to create new markets.

Facilities and Equipment: Structures, works, fixed equipment, major repairs, or alterations to: structures, works, fixed equipment, facilities, or land for use by an institution of higher education. Also included are major repairs and alterations to these sites.

This category includes *construction*, the building or erecting of new or replacement buildings and facilities to be used as educational facilities by institutions of higher education.

Also included in this category is equipment that provides hardware support to strengthen the capabilities of technology and communications at institutions of higher education (e.g., broadband).

Fellowships, Internships, Recruitment, Traineeships, and Arrangements under the Intergovernmental Personnel Act (IPAs): Cooperative education, student and faculty internships, visiting professorships, and personnel and student recruitment at institutions of higher education. Costs include salaries and expenses for student workers paid through a private organization, costs of career fair booths, and salaries and expenses for agency employees who are recruiting. This category also includes costs for student fellows and interns, and the costs for employee training on how to mentor students.

Measurable Objectives: Agency activities or support for TCUs that can be quantitatively measured in dollar amounts or in discrete, nonfinancial units of measure.

Performance Measures: Indicators, statistics, or metrics used to gauge program performance. Program performance measures include outcome, output, and efficiency measures.

Private Sector Involvement: Activities funded in part or in whole by corporate sponsorship. An example would be if a medical student were provided work experience at a Federal Laboratory and paid by a corporation instead of the federal agency.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of federal programs and activities. In many cases,

program evaluation activities are conducted on a continuous basis and are frequently included as salaries or other budgetary expenses. Costs to be captured may include those for nonteaching activities, contractual services for testing (i.e. laboratory), or evaluation of ongoing programs (on-site reviews).

Research and Development (R&D): Studies, observations, and other activities concerned with the identification, description, experimental investigation, and theoretical explanation of social, physical, and behavioral phenomena. Implementation activities are also included in R&D.

Strategic Goals: Strategic goals express the overarching purposes and are used to group multiple strategic objectives. They define how an agency will carry out a major segment of its mission over a period of time.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an institution of higher education for students or awarded directly to students for payment of such charges as tuition and room and board.

Technical Assistance: Direct help or services to institutions of higher education in key areas such as writing proposals, negotiating awards, and managing programs and finances. For applicable agencies, this includes scientific and/or technical support. All technical assistance should be included under Category 4, Training. Examples of such activities include: funding of programs that provide technical assistance (many through agency outreach staff) and development of curricula for colleges and universities.

Third-Party Awards: Organizations or other entities receiving federal awards on behalf of one or more colleges or universities. Examples of such entities include: the National Association for Equal Opportunity in Higher Education (NAFEO); American Indian Higher Education Consortium (AIHEC); American Indian Science and Engineering Society (AISES); National Laboratories, such as Los Alamos or Lawrence Livermore; and various foundations and associations.

Training: Using professional personnel (federal and non-federal) to acquire or enhance knowledge or skills at an institution.

Tribal Colleges and Universities (TCUs): Those institutions defined in Section 2 of Executive Order 13270, specifically: institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. §301 note); any other institution that qualifies for funding under the Tribally Controlled College and University Assistance Act of 1978, (25 U.S.C §1801 *et seq.*); and Dine College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. §640a note).

List of Tribal Colleges and Universities

September 2006

Bay Mills Community College
Brimley, MI

Blackfeet Community College
Browning, MT

Cankdeska Cikana Community College
Fort Totten, ND

Chief Dull Knife College
Lame Deer, MT

College of Menominee Nation
Keshena, WI

Crownpoint Institute of Technology
Crownpoint, NM

Diné College
Tsaile, AZ

Fond du Lac Tribal and C.C.
Cloquet, MN

Fort Belknap College
Harlem, MT

Fort Berthold Community College
New Town, ND

Fort Peck Community College
Poplar, MT

Haskell Indian Nations University
Lawrence, KS

Ilisagvik College
Barrow, AK

Institute of American Indian Arts
Santa Fe, NM

Lac Courte Oreilles Ojibwa C.C.
Hayward, WI

Leech Lake Tribal College
Cass Lake, MN

Little Big Horn College
Crow Agency, MT

Little Priest Tribal College
Winnebago, NE

Nebraska Indian Community College
Macy, NE

Northwest Indian College
Bellingham, WA

Oglala Lakota College
Kyle, SD

Saginaw Chippewa Tribal College
Mount Pleasant, MI

Salish Kootenai College
Pablo, MT

Sinte Gleska University
Mission, SD

Sisseton Wahpeton College
Agency Village, SD

Sitting Bull College
Fort Yates, ND

Southwestern Indian Polytechnic Institute
Albuquerque, NM

Stone Child College
Box Elder, MT

Tohono O'odham Community College
Sells, AZ

Turtle Mountain Community College
Belcourt, ND

United Tribes Technical College
Bismarck, ND

White Earth Tribal and C.C.
Mahnomen, MN

Presidential Documents

Executive Order 13270 of July 3, 2002

Tribal Colleges and Universities

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. There is a unique relationship between the United States and Indian tribes, and a special relationship between the United States and Alaska Native entities. It is the policy of the Federal Government that this Nation's commitment to educational excellence and opportunity must extend as well to the tribal colleges and universities (tribal colleges) that serve Indian tribes and Alaska Native entities. The President's Board of Advisors on Tribal Colleges and Universities (the "Board") and the White House Initiative on Tribal Colleges and Universities (WHITCU) established by this order shall ensure that this national policy regarding tribal colleges is carried out with direct accountability at the highest levels of the Federal Government.

Tribal colleges are both integral and essential to their communities. Often they are the only postsecondary institutions within some of our Nation's poorest rural areas. They fulfill a vital role: in maintaining and preserving irreplaceable languages and cultural traditions; in offering a high-quality college education to younger students; and in providing job training and other career-building programs to adults and senior citizens. Tribal colleges provide crucial services in communities that continue to suffer high rates of unemployment and the resulting social and economic distress.

The Federal Government's commitment to tribal colleges is reaffirmed and the private sector can and should contribute to the colleges' educational and cultural missions.

Finally, postsecondary institutions can play a vital role in promoting excellence in early childhood, elementary, and secondary education. The Federal Government will therefore work to implement the innovations and reforms of the No Child Left Behind Act of 2001 (Public Law 107-110) in partnership with tribal colleges and their American Indian and Alaska Native communities.

Sec. 2. Definition of Tribal Colleges and Universities. Tribal colleges are those institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801 *et seq.*), and Diné College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. 640a note).

Sec. 3. Board of Advisors. (a) *Establishment.* There shall be established in the Department of Education a Presidential advisory committee entitled the President's Board of Advisors on Tribal Colleges and Universities (the "Board").

(b) *Membership.* The Board shall consist of not more than 15 members who shall be appointed by the President, one of whom shall be designated by the President as Chair. The Board shall include representatives of tribal colleges and may also include representatives of the higher, early childhood, elementary, and secondary education communities; tribal officials; health, business, and financial institutions; private foundations; and such other persons as the President deems appropriate.

(c) *Functions.* The Board shall provide advice regarding the progress made by Federal agencies toward fulfilling the purposes and objectives of this order. The Board also shall provide recommendations to the President, through the Secretary of Education (Secretary), on ways the Federal Government can help tribal colleges:

(1) use long-term development, endowment building, and planning to strengthen institutional viability;

(2) improve financial management and security, obtain private-sector funding support, and expand and complement Federal education initiatives;

(3) develop institutional capacity through the use of new and emerging technologies offered by both the Federal and private sectors;

(4) enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and

(5) help implement the No Child Left Behind Act of 2001 and meet other high standards of educational achievement.

(d) *Meetings.* The Board shall meet at least annually, at the request of the Secretary, to provide advice and consultation on tribal colleges and relevant Federal and private-sector activities, and to transmit reports and present recommendations.

Sec. 4. *White House Initiative on Tribal Colleges and Universities.* There shall be established in the Department of Education, Office of the Secretary, the White House Initiative on Tribal Colleges and Universities (WHITCU). The WHITCU shall:

(a) provide the staff support for the Board;

(b) assist the Secretary in the role of liaison between the executive branch and tribal colleges; and

(c) serve the Secretary in carrying out the Secretary's responsibilities under this order.

Sec. 5. *Department and Agency Participation.* Each participating executive department and agency (agency), as determined by the Secretary, shall appoint a senior official who is a full-time officer of the Federal Government and who is responsible for management or program administration. The official shall report directly to the agency head, or to the agency head's designee, on agency activity under this order and serve as liaison to the WHITCU. To the extent permitted by law and regulation, each agency shall provide appropriate information as requested by the WHITCU staff pursuant to this order.

Sec. 6. *Three-Year Federal Plan.*

(a) *Content.* Each agency identified by the Secretary shall develop and implement a Three-Year Plan of the agency's efforts to fulfill the purposes of this order. These Three-Year Plans shall include annual performance indicators and appropriate measurable objectives for the agency. Among other relevant issues, the plans shall address how the agency intends to increase the capacity of tribal colleges to compete effectively for any available grants, contracts, cooperative agreements, and any other Federal resources, and to encourage tribal colleges to participate in Federal programs. The plans also may emphasize access to high-quality educational opportunities for economically disadvantaged Indian students, consistent with requirements of the No Child Left Behind Act of 2001; the preservation and revitalization of tribal languages and cultural traditions; and innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs. The agency's performance indicators and objectives should be clearly reflected in the agency's annual budget submission to the Office of Management and Budget. To facilitate the attainment of these performance indicators and objectives, the head of each agency identified by the Secretary, shall provide, as appropriate, technical assistance and information to tribal colleges regarding the program activities of the agency

and the preparation of applications or proposals for grants, contracts, or cooperative agreements.

(b) *Submission.* Each agency shall submit its Three-Year Plan to the WHITCU. In consultation with the Board, the WHITCU shall then review these Three-Year Plans and develop an integrated Three-Year Plan for Assistance to Tribal Colleges, which the Secretary shall review and submit to the President. Agencies may revise their Three-Year Plans within the three-year period.

(c) *Annual Performance Reports.* Each agency shall submit to the WHITCU an Annual Performance Report that measures the agency's performance against the objectives set forth in its Three-Year Plan. In consultation with the Board, the WHITCU shall review and combine Annual Performance Reports into one annual report, which shall be submitted to the Secretary for review, in consultation with the Office of Management and Budget.

Sec. 7. Private Sector. In cooperation with the Board, the WHITCU shall encourage the private sector to assist tribal colleges through increased use of such strategies as:

(a) matching funds to support increased endowments;

(b) developing expertise and more effective ways to manage finances, improve information systems, build facilities, and improve course offerings; and

(c) increasing resources for and training of faculty.

Sec. 8. Termination. The Board shall terminate 2 years after the date of this order unless the Board is renewed by the President prior to the end of that 2-year period.

Sec. 9. Administration. (a) *Compensation.* Members of the Board shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in Government service (5 U.S.C. 5701–5707).

(b) *Funding.* The Board and the WHITCU shall be funded by the Department of Education.

(c) *Administrative Support.* The Department of Education shall provide appropriate administrative services and staff support for the Board and the WHITCU. With the consent of the Department of Education, other agencies participating in the WHITCU shall provide administrative support (including detailees) to the WHITCU consistent with statutory authority. The Board and the WHITCU each shall have a staff and shall be supported at appropriate levels commensurate with that of similar White House Initiative Offices.

(d) *General Provisions.* Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"), may apply to the administration of any portion of this order, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary of Education in accordance with the guidelines issued by the Administrator of General Services.

Sec. 10. *Revocation.* Executive Order 13021 of October 19, 1996, as amended, is revoked.

A handwritten signature in black ink, appearing to read "G. W. Bush", is centered on the page.

THE WHITE HOUSE,
July 3, 2002.

[FR Doc. 02-17274
Filed 7-5-02; 10:22 am]
Billing code 3195-01-P